PART ONE

The Leader, Leadership, and the Human Dimension

There are two reasons why leadership is important to you and to the Army. The first was expressed eloquently by General of the Army Douglas MacArthur in a 1962 speech. GA MacArthur spoke about what he had learned about soldiering and service in a career that spanned more than fifty years and two world wars. He distilled the lessons gathered from "twenty campaigns, on a hundred battlefields, around a thousand campfires" into a few words that are as true now as they ever were:

> *[Y]our mission…is to win our wars…[Y]ou are the ones who are trained to fight. Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory; that if you lose, the nation will be destroyed….*

Make no mistake about it. GA MacArthur is speaking to you as you sit in your classroom, as you read this in the dayroom or the motor pool or at the kitchen table. You are the Army's leaders, and on your shoulders rests this mission: win our wars. The desire to accomplish that mission despite all adversity is called the *warrior ethos* and makes the profession of arms different from all other professions. That ethos applies to all soldiers, not just those whose job it is to find, fight, and defeat the enemy. You'll read more about it in Chapter 2.

If that were not enough, there is a second reason you must strive to become the very best leader you can be: your people deserve nothing less. When you took your oath, when you agreed to be a leader, you entered into a pact with your subordinates and your nation. America has entrusted you with its most precious resource, its young people. Every person serving with you is someone's son or someone's daughter, a brother, mother, sister, father. They are capable of extraordinary feats of courage and sacrifice—as they have proven on GA MacArthur's hundred battlefields and on every battlefield since then. They are also capable of great patience and persistence and tremendous loyalty, as they show every day in thousands of orderly rooms and offices, in tank parks and on firing ranges around the world. They show up and they do the work, no matter how frightening, no matter how boring, no matter how risky or bloody or exhausting. And what they ask in return is competent leadership.

> *The most precious commodity with which the Army deals is the individual soldier who is the heart and soul of our combat forces.*
>
> General J. Lawton Collins
> VII Corps Commander, World War II

You have been entrusted with a great responsibility. How do you prepare yourself? How do you learn and embrace those values and skills that will enable you to meet the challenge?

This manual is a tool to help you answer these questions, to begin or continue becoming a leader of character and competence, an Army leader. Chapter 1 starts with an overview of what the Army requires of you as an Army leader. This is the Army leadership framework; it forms the structure of the Army's leadership doctrine. Chapter 1 also discusses the three levels of Army leadership: direct, organizational, and strategic. Chapter 2 discusses character, competence, and leadership—what you must BE, KNOW, and DO as an Army leader. Chapter 3 talks about the human dimension, the many factors that affect the people and teams that you lead and the institution of which you and they are a part.

CHAPTER 1

The Army Leadership Framework

Just as the diamond requires three properties for its formation—carbon, heat, and pressure—successful leaders require the interaction of three properties—character, knowledge, and application. Like carbon to the diamond, character is the basic quality of the leader.…But as carbon alone does not create a diamond, neither can character alone create a leader. The diamond needs heat. Man needs knowledge, study, and preparation.…The third property, pressure—acting in conjunction with carbon and heat—forms the diamond. Similarly, one's character, attended by knowledge, blooms through application to produce a leader.

General Edward C. Meyer
Former Army Chief of Staff

1-1. The Army's ultimate responsibility is to win the nation's wars. For you as an Army leader, leadership in combat is your primary mission and most important challenge. To meet this challenge, you must develop character and competence while achieving excellence. This manual is about leadership. It focuses on character, competence, and excellence. It's about accomplishing the mission and taking care of people. It's about living up to your ultimate responsibility, leading your soldiers in combat and winning our nation's wars.

1-2. Figure 1-1 shows the Army leadership framework. The top of the figure shows the four categories of things leaders must BE, KNOW, and DO. The bottom of the figure lists dimensions of Army leadership, grouped under these four categories. The dimensions consist of Army values and subcategories under attributes, skills, and actions.

1-3. Leadership starts at the top, with the character of the leader, with your character. In order to lead others, you must first make sure your own house is in order. For example, the first line of *The Creed of the Noncommissioned Officer* states, "No one is more professional than I." But it takes a remarkable person to move from memorizing a creed to actually

living that creed; a true leader *is* that remarkable person.

1-4. Army leadership begins with what the leader must BE, the values and attributes that shape a leader's character. It may be helpful to think of these as internal qualities: you possess them all the time, alone and with others. They define who you are; they give you a solid footing. These values and attributes are the same for all leaders, regardless of position, although

Leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States.

Figure 1-1. The Army Leadership Framework

you certainly refine your understanding of them as you become more experienced and assume positions of greater responsibility. For example, a sergeant major with combat experience has a deeper understanding of selfless service and personal courage than a new soldier does.

1-5. Your skills are those things you KNOW how to do, your competence in everything from the technical side of your job to the people skills a leader requires. The skill categories of the Army leadership framework apply to all leaders. However, as you assume positions of greater responsibility, you must master additional skills in each category. Army leadership positions fall into one of three levels: direct, organizational, and strategic. These levels are described later in this chapter. Chapters 4, 6, and 7 describe the skills leaders at each level require.

1-6. But character and knowledge—while absolutely necessary—are not enough. You cannot be effective, you cannot be a leader, until you *apply* what you know, until you act and DO what you must. As with skills, you will learn more leadership actions as you serve in different positions. Because actions are the essence of leadership, the discussion begins with them.

LEADERSHIP DEFINED

Leadership is **influencing** people—by providing purpose, direction, and motivation—while **operating** to accomplish the mission and **improving** the organization.

INFLUENCING

1-7. Influencing means getting people to do what you want them to do. It is the means or method to achieve two ends: operating and improving. But there's more to influencing than simply passing along orders. The example you set is just as important as the words you speak. And you set an example—good or bad—with every action you take and word you utter, on or off duty. Through your words and example, you must communicate purpose, direction, and motivation.

Purpose

1-8. Purpose gives people a reason to do things. This does not mean that as a leader you must explain every decision to the satisfaction of your subordinates. It does mean you must earn their trust: they must know from experience that you care about them and would not ask them to do something—particularly something dangerous—unless there was a good reason, unless the task was essential to mission accomplishment.

1-9. Look, for example, at a battalion maintenance section. Its motor sergeant always takes the time—and has the patience—to explain to the mechanics what is required of them. Nothing fancy; the motor sergeant usually just calls them together for a few minutes to talk about the workload and the time crunch. The soldiers may get tired of hearing "And, of course, unless we get the work finished, this unit doesn't roll and the mission doesn't get done," but they know it's true. And every time he passes information this way, the motor sergeant sends this signal to the soldiers: that he cares about their time and work and what they think, that they are members of a team, not cogs in the "green machine."

1-10. Then one day the unit is alerted for an emergency deployment. Things are happening at breakneck speed; there is no time to pause, and everything and everyone is under stress. The motor sergeant cannot stop to explain things, pat people on the back, or talk them up. But the soldiers will work themselves to exhaustion, if need be, because the motor sergeant has earned their trust. They know and

appreciate their leader's normal way of operating, and they will assume there is a good reason the leader is doing things differently this time. And should the deployment lead to a combat mission, the team will be better prepared to accomplish their mission under fire. Trust is a basic bond of leadership, and it must be developed over time.

Direction

1-11. When providing direction, you communicate the way you want the mission accomplished. You prioritize tasks, assign responsibility for completing them (delegating authority when necessary), and make sure your people understand the standard. In short, you figure out how to get the work done right with the available people, time, and other resources; then you communicate that information to your subordinates: "We'll do these things first. You people work here; you people work there." As you think the job through, you can better aim your effort and resources at the right targets.

1-12. People want direction. They want to be given challenging tasks, training in how to accomplish them, and the resources necessary to do them well. Then they want to be left alone to do the job.

Motivation

1-13. Motivation gives subordinates the will to do everything they can to accomplish a mission. It results in their acting on their own initiative when they see something needs to be done.

1-14. To motivate your people, give them missions that challenge them. After all, they did not join the Army to be bored. Get to know your people and their capabilities; that way you can tell just how far to push each one. Give them as much responsibility as they can handle; then let them do the work without looking over their shoulders and nagging them. When they succeed, praise them. When they fall short, give them credit for what they have done and coach or counsel them on how to do better next time.

1-15. People who are trained this way will accomplish the mission, even when no one is watching. They will work harder than they thought they could. And when their leader notices and gives them credit (with something more than the offhand comment "good job"), they will be ready to take on even more next time.

1-16. But Army leaders motivate their people by more than words. The example you set is at least as important as what you say and how well you manage the work. As the unit prepares for the rollout, the motor sergeant you just read about is in the motor pool with the mechanics on Friday night and Saturday morning. If his people are working in the rain, the NCO's uniform will be wet too. If they have missed breakfast, the leader's stomach will be growling just as loudly. The best leaders lead from the front. Don't underestimate the importance of being where the action is.

OPERATING

1-17. Actions taken to influence others serve to accomplish operating actions, those actions you take to achieve the short-term goal of accomplishing the mission. The motor sergeant will make sure the vehicles roll out, on time and combat ready, through planning and preparing (laying out the work and making the necessary arrangements), executing (doing the job), and assessing (learning how to work smarter next time). The motor sergeant provides an example of how direct leaders perform operating actions. All leaders execute these operating actions, which become more complex as they assume positions of increasing responsibility.

IMPROVING

1-18. The motor sergeant's job is not complete when the last vehicle clears the gate. While getting the job done is key, the Army also expects him to do far more than just accomplish the day's work. Army leaders also strive to improve everything entrusted to them: their people, facilities, equipment, training, and resources. There will be a new mission, of course, but part of finishing the old one is improving the organization.

1-19. After checking to be sure the tools are repaired, cleaned, accounted for, and put away, the motor sergeant conducts an informal after-action review (AAR) with the section. (An AAR

is a professional discussion of an event, focused on performance standards, that allows participants to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. Chapter 5 discusses AARs.) The motor sergeant is self-confident enough to ask subordinates for their ideas on how to make things work better (always a key goal). He then acts based on his own and team members' observations. The motor sergeant looks for strong areas to sustain and praises team members as appropriate; however if the motor sergeant saw the team members spend too much time on some tasks and not enough on others, he changes the section standing operating procedures (SOP) or counsels the people involved. (Developmental counseling is not an adverse action; it is a skill you use to help your subordinates become better team members, improve performance, and prepare for the future. Counseling should address strong areas as well as weak ones and successes as well as failures. Appendix C discusses developmental counseling.) If the motor sergeant discovers gaps in individual or collective skills, he plans and conducts the training necessary to fill them. If something the motor sergeant did or a decision he made didn't turn out quite right, he will not make the same error again. More than that, the motor sergeant lets his people know what went wrong, finds out their impressions of why it happened, and determines how they will make it work next time.

1-20. By doing these things, the motor sergeant is creating a better organization, one that will work smarter the next time. His example sends an important message. The soldiers see their leader look at his own and the organization's performance, evaluate it, identify strong areas to sustain as well as mistakes and shortcomings, and commit to a better way of doing things. These actions are more powerful than any lecture on leadership.

BE, KNOW, DO

1-21. BE, KNOW, DO clearly and concisely state the characteristics of an Army leader. You have just read about leader actions, the DO of BE, KNOW, DO. Leadership is about taking action, but there's more to being a leader than just what you do. Character and competence, the BE and the KNOW, underlie everything a leader does. So becoming a leader involves developing all aspects of yourself. This includes adopting and living Army values. It means developing the attributes and learning the skills of an Army leader. Only by this self-development will you become a confident and competent leader of character. Being an Army leader is not easy. There are no cookie-cutter solutions to leadership challenges, and there are no shortcuts to success. However, the tools are available to every leader. It is up to you to master and use them.

BE

1-22. Character describes a person's inner strength, the BE of BE, KNOW, DO. Your character helps you know what is right; more than that, it links that knowledge to action. Character gives you the courage to do what is right regardless of the circumstances or the consequences. (Appendix E discusses character development.)

1-23. You demonstrate character through your behavior. One of your key responsibilities as a leader is to teach Army values to your subordinates. The old saying that actions speak louder than words has never been more true than here. Leaders who talk about honor, loyalty, and selfless service but do not live these values—both on and off duty—send the wrong message, that this "values stuff" is all just talk.

1-24. Understanding Army values and leader attributes (which Chapter 2 discusses) is only the first step. You also must embrace Army values and develop leader attributes, living them until they become habit. You must teach Army values to your subordinates through action and example and help them develop leader attributes in themselves.

KNOW

1-25. A leader must have a certain level of knowledge to be competent. That knowledge is spread across four skill domains. You must develop **interpersonal skills**, knowledge of your people and how to work with them. You must have **conceptual skills**, the ability to understand and apply the doctrine and other ideas required to do your job. You must learn **technical skills**, how to use your equipment. Finally, warrior leaders must master **tactical skills**, the ability to make the right decisions concerning employment of units in combat. Tactical skills include mastery of the art of tactics appropriate to the leader's level of responsibility and unit type. They're amplified by the other skills—interpersonal, conceptual, and technical—and are the most important skills for warfighters. (FM 100-40 discusses the art of tactics.)

1-26. Mastery of different skills in these domains is essential to the Army's success in peace and war. But a true leader is not satisfied with knowing only how to do what will get the organization through today; you must also be concerned about what it will need tomorrow. You must strive to master your job and prepare to take over your boss's job. In addition, as you move to jobs of increasing responsibility, you'll face new equipment, new ideas, and new ways of thinking and doing things. You must learn to apply all these to accomplish your mission.

1-27. Army schools teach you basic job skills, but they are only part of the learning picture. You'll learn even more on the job. Good leaders add to their knowledge and skills every day. True leaders seek out opportunities; they're always looking for ways to increase their professional knowledge and skills. Dedicated squad leaders jump at the chance to fill in as acting platoon sergeant, not because they've mastered the platoon sergeant's job but because they know the best place to learn about it is in the thick of the action. Those squad leaders challenge themselves and will learn through doing; what's more, with coaching, they'll learn as much from their mistakes as from their successes.

DO

1-28. You read about leader actions, the DO of Army leadership doctrine, at the beginning of this chapter. Leader actions include—

- **Influencing:** making decisions, communicating those decisions, and motivating people.
- **Operating:** the things you do to accomplish your organization's immediate mission.
- **Improving:** the things you do to increase the organization's capability to accomplish current or future missions.

1-29. Earlier in this chapter, you read about a motor sergeant who lives Army values, has developed leader attributes, and routinely performs leader actions. But that was an example, and a garrison example at that. What about reality? What about combat? Trained soldiers know what they are supposed to do, but under stress, their instincts might tell them to do something different. The exhausted, hungry, cold, wet, disoriented, and frightened soldier is more likely to do the wrong thing—stop moving, lie down, retreat—than one not under that kind of stress. This is when the leader must step in—when things are falling apart, when there seems to be no hope—and get the job done.

1-30. The fight between the 20th Regiment of Maine Volunteers and the 15th and 47th Regiments of Alabama Infantry during the Civil War illustrates what can happen when a leader acts decisively. It shows how the actions of one leader, in a situation that looked hopeless, not only saved his unit, but allowed the entire Union Army to maintain its position and defeat the Confederate invasion of Pennsylvania. The story's hero is a colonel—but it could have been a captain, or a sergeant, or a corporal. At other times and in other places it has been.

COL Chamberlain at Gettysburg

In late June 1863 GEN Robert E. Lee's Army of Northern Virginia passed through western Maryland and invaded Pennsylvania. For five days, the Army of the Potomac hurried to get between the Confederates and the national capital. On 1 July the 20th Maine received word to press on to Gettysburg. The Union Army had engaged the Confederates there, and Union commanders were hurrying all available forces to the hills south of the little town.

The 20th Maine arrived at Gettysburg near midday on 2 July, after marching more than one hundred miles in five days. They had had only two hours sleep and no hot food during the previous 24 hours. The regiment was preparing to go into a defensive position as part of the brigade commanded by COL Strong Vincent when a staff officer rode up to COL Vincent and began gesturing towards a little hill at the extreme southern end of the Union line. The hill, Little Round Top, dominated the Union position and, at that moment, was unoccupied. If the Confederates placed artillery on it, they could force the entire Union Army to withdraw. The hill had been left unprotected through a series of mistakes—wrong assumptions, the failure to communicate clearly, and the failure to check—and the situation was critical.

Realizing the danger, COL Vincent ordered his brigade to occupy Little Round Top. He positioned the 20th Maine, commanded by COL Joshua L. Chamberlain, on his brigade's left flank, the extreme left of the Union line. COL Vincent told COL Chamberlain to "hold at all hazards."

On Little Round Top, COL Chamberlain told his company commanders the purpose and importance of their mission. He ordered the right flank company to tie in with the 83d Pennsylvania and the left flank company to anchor on a large boulder. His thoughts turned to his left flank. There was nothing there except a small hollow and the rising slope of Big Round Top. The 20th Maine was literally at the end of the line.

COL Chamberlain then showed a skill common to good tactical leaders. He imagined threats to his unit, did what he could to guard against them, and considered what he would do to meet other possible threats. Since his left flank was open, COL Chamberlain sent B Company, commanded by CPT Walter G. Morrill, off to guard it and "act as the necessities of battle required." The captain positioned his men behind a stone wall that would face the flank of any Confederate advance. There, fourteen soldiers from the 2d US Sharpshooters, who had been separated from their unit, joined them.

The 20th Maine had been in position only a few minutes when the soldiers of the 15th and 47th Alabama attacked. The Confederates had also marched all night and were tired and thirsty. Even so, they attacked ferociously.

The Maine men held their ground, but then one of COL Chamberlain's officers reported seeing a large body of Confederate soldiers moving laterally behind the attacking force. COL Chamberlain climbed on a rock—exposing himself to enemy fire—and saw a Confederate unit moving around his exposed left flank. If they outflanked him, his unit would be pushed off its position and destroyed. He would have failed his mission.

COL Chamberlain had to think fast. The tactical manuals he had so diligently studied called for a maneuver that would not work on this terrain. The colonel had to create a new maneuver, one that his soldiers could execute, and execute now.

The 20th Maine was in a defensive line, two ranks deep. It was threatened by an attack around its left flank. So the colonel ordered his company commanders to stretch the line to the left and bend it back to form an angle, concealing the maneuver by keeping up a steady rate of fire. The corner of the angle would be the large boulder he had pointed out earlier. The sidestep maneuver was tricky, but it was a combination of other battle drills his soldiers knew. In spite of the terrible noise that made voice commands useless, in spite of the blinding smoke, the cries of the wounded, and the continuing Confederate attack, the Maine men were able to pull it off. Now COL Chamberlain's thin line was only

COL Chamberlain at Gettysburg (continued)

one rank deep. His units, covering twice their normal frontage, were bent back into an L shape. Minutes after COL Chamberlain repositioned his force, the Confederate infantry, moving up what they thought was an open flank, were thrown back by the redeployed left wing of the 20th Maine. Surprised and angry, they nonetheless attacked again.

The Maine men rallied and held; the Confederates regrouped and attacked. "The Alabamians drove the Maine men from their positions five times. Five times they fought their way back again. At some places, the muzzles of the opposing guns almost touched." After these assaults, the Maine men were down to one or two rounds per man, and the determined Confederates were regrouping for another try. COL Chamberlain saw that he could not stay where he was and could not withdraw. So he decided to counterattack. His men would have the advantage of attacking down the steep hill, he reasoned, and the Confederates would not be expecting it. Clearly he was risking his entire unit, but the fate of the Union Army depended on his men.

The decision left COL Chamberlain with another problem: there was nothing in the tactics book about how to get his unit from their L-shaped position into a line of advance. Under tremendous fire and in the midst of the battle, COL Chamberlain again called his commanders together. He explained that the regiment's left wing would swing around "like a barn door on a hinge" until it was even with the right wing. Then the entire regiment, bayonets fixed, would charge downhill, staying anchored to the 83d Pennsylvania on its right. The explanation was clear and the situation clearly desperate.

When COL Chamberlain gave the order, 1LT Holman Melcher of F Company leaped forward and led the left wing downhill toward the surprised Confederates. COL Chamberlain had positioned himself at the boulder at the center of the L. When the left wing was abreast of the right wing, he jumped off the rock and led the right wing down the hill. The entire regiment was now charging on line, swinging like a great barn door—just as its commander had intended.

The Alabama soldiers, stunned at the sight of the charging Union troops, fell back on the positions behind them. There the 20th Maine's charge might have failed if not for a surprise resulting from COL Chamberlain's foresight. Just then CPT Morrill's B Company and the sharpshooters opened fire on the Confederate flank and rear. The exhausted and shattered Alabama regiments thought they were surrounded. They broke and ran, not realizing that one more attack would have carried the hill.

The slopes of Little Round Top were littered with bodies. Saplings halfway up the hill had been sawed in half by weapons fire. A third of the 20th Maine had fallen, 130 men out of 386. Nonetheless, the farmers, woodsmen, and fishermen from Maine—under the command of a brave and creative leader who had anticipated enemy actions, improvised under fire, and applied disciplined initiative in the heat of battle—had fought through to victory.

1-31. COL Joshua Chamberlain was awarded the Medal of Honor for his actions on 2 July 1863. After surviving terrible wounds at Petersburg, Virginia, he and his command were chosen to receive the surrender of Confederate units at Appomattox in April 1865. His actions there contributed to national reconciliation and are described in Chapter 7.

PUTTING IT TOGETHER

1-32. Study the Army leadership framework; it is the Army's common basis for thinking about leadership. With all the day-to-day tasks you must do, it's easy to get lost in particulars. The Army leadership framework is a tool that allows you to step back and think about leadership as a whole. It is a canopy that covers the hundreds of things you do every day. The Army leadership framework gives you the big picture and can help you put your job, your people, and your organization in perspective.

1-33. The dimensions of the Army leadership framework shown in Figure 1-1—the values, attributes, skills, and actions that support BE, KNOW, and DO—each contain components. All are interrelated; none stands alone. For example, *will* is very important, as you saw in the

case of COL Chamberlain. It's discussed in Chapter 2 under mental attributes. Yet will cannot stand by itself. Left unchecked and without moral boundaries, will can be dangerous. The case of Adolf Hitler shows this fact. Will misapplied can also produce disastrous results. Early in World War I, French forces attacked German machine gun positions across open fields, believing their élan (unit morale and will to win) would overcome a technologically advanced weapon. The cost in lives was catastrophic. Nevertheless, the will of leaders of character and competence—like the small unit leaders at Normandy that you'll read about later in this chapter—can make the difference between victory and defeat.

1-34. This is how you should think about the Army leadership framework: all its pieces work in combination to produce something bigger and better than the sum of the parts. BE the leader of character: embrace Army values and demonstrate leader attributes. Study and practice so that you have the skills to KNOW your job. Then act, DO what's right to achieve excellence.

1-35. The Army leadership framework applies to all Army leaders. However, as you assume positions of increasing responsibility, you'll need to develop additional attributes and master more skills and actions. Part of this knowledge includes understanding what your bosses are doing—the factors that affect their decisions and the environment in which they work. To help you do this, Army leadership positions are divided into three levels—direct, organizational, and strategic.

LEVELS OF LEADERSHIP

NCOs like to make a decision right away and move on to the next thing…so the higher up the flagpole you go, the more you have to learn a very different style of leadership.

Command Sergeant Major Douglas E. Murray
United States Army Reserve

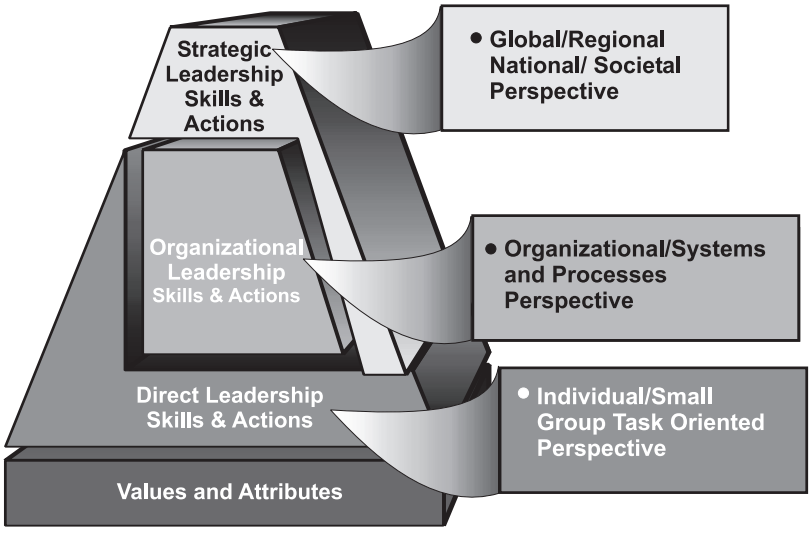

Figure 1-2. Army Leadership Levels

1-36. Figure 1-2 shows the perspectives of the three levels of Army leadership: direct, organizational, and strategic. Factors that determine a position's leadership level can include the position's span of control, its headquarters level, and the extent of the influence the leader holding the position exerts. Other factors include the size of the unit or organization, the type of operations it conducts, the number of people assigned, and its planning horizon.

1-37. Sometimes the rank or grade of the leader holding a position does not indicate the position's leadership level. That's why Figure 1-2 does not show rank. A sergeant first class serving as a platoon sergeant works at the direct leadership level. If the same NCO holds a headquarters job dealing with issues and policy affecting a brigade-sized or larger organization, the NCO works at the organizational leadership level. However, if the NCO's primary duty is running a staff section that supports the leaders who run the organization, the NCO is a direct leader. In fact, most leadership positions are direct leadership positions, and every leader at every level acts as a direct leader when dealing with immediate subordinates.

1-38. The headquarters echelon alone doesn't determine a position's leadership level. Soldiers and DA civilians of all ranks and grades serve in strategic-level headquarters, but they are not all strategic-level leaders. The responsibilities of a duty position, together with the other factors paragraph 1-36 lists, determine its leadership level. For example, a DA civilian at a training area range control with a dozen subordinates works at the direct leadership level while a DA civilian deputy garrison commander with a span of influence over several thousand people works at the organizational leadership level. Most NCOs, company grade officers, field grade officers, and DA civilian leaders serve at the direct leadership level. Some senior NCOs, field grade officers, and higher-grade DA civilians serve at the organizational leadership level. Most general officers and equivalent Senior Executive Service DA civilians serve at the organizational or strategic leadership levels.

DIRECT LEADERSHIP

1-39. Direct leadership is face-to-face, first-line leadership. It takes place in those organizations where subordinates are used to seeing their leaders all the time: teams and squads, sections and platoons, companies, batteries, and troops—even squadrons and battalions. The direct leader's span of influence, those whose lives he can reach out and touch, may range from a handful to several hundred people.

1-40. Direct leaders develop their subordinates one-on-one; however, they also influence their organization through their subordinates. For instance, a cavalry squadron commander is close enough to his soldiers to have a direct influence on them. They're used to seeing him regularly, even if it is only once a week in garrison; they expect to see him from time to time in the field. Still, during daily operations, the commander guides the organization primarily through his subordinate officers and NCOs.

1-41. For direct leaders there is more certainty and less complexity than for organizational and strategic leaders. Direct leaders are close enough to see—very quickly—how things work, how things don't work, and how to address any problems. (Chapter 4 discusses direct leader skills. Chapter 5 discusses direct leader actions.)

ORGANIZATIONAL LEADERSHIP

1-42. Organizational leaders influence several hundred to several thousand people. They do this indirectly, generally through more levels of subordinates than do direct leaders. The additional levels of subordinates can make it more difficult for them to see results. Organizational leaders have staffs to help them lead their people and manage their organizations' resources. They establish policies and the organizational climate that support their subordinate leaders. (Chapter 3 introduces climate and culture and explains the role of direct leaders in setting the organizational climate. Chapters 6 and 7 discuss the roles of organizational and strategic leaders in establishing and maintaining the organizational climate and institutional culture.)

1-43. Organizational leadership skills differ from direct leadership skills in degree, but not in kind. That is, the skill domains are the same, but organizational leaders must deal with more complexity, more people, greater uncertainty, and a greater number of unintended consequences. They find themselves influencing people more through policymaking and systems integration than through face-to-face contact.

1-44. Organizational leaders include military leaders at the brigade through corps levels, military and DA civilian leaders at directorate

through installation levels, and DA civilians at the assistant through undersecretary of the Army levels. They focus on planning and mission accomplishment over the next two to ten years.

1-45. Getting out of their offices and visiting the parts of their organizations where the work is done is especially important for organizational leaders. They must make time to get to the field to compare the reports their staff gives them with the actual conditions their people face and the perceptions of the organization and mission they hold. Because of their less-frequent presence among their soldiers and DA civilians, organizational leaders must use those visits they are able to make to assess how well the commander's intent is understood and to reinforce the organization's priorities.

STRATEGIC LEADERSHIP

1-46. Strategic leaders include military and DA civilian leaders at the major command through Department of Defense levels. Strategic leaders are responsible for large organizations and influence several thousand to hundreds of thousands of people. They establish force structure, allocate resources, communicate strategic vision, and prepare their commands and the Army as a whole for their future roles.

1-47. Strategic leaders work in an uncertain environment on highly complex problems that affect and are affected by events and organizations outside the Army. Actions of a theater commander in chief (CINC), for example, may even have an impact on global politics. (CINCs command combatant commands, very large, joint organizations assigned broad, continuing missions. Theater CINCs are assigned responsibilities for a geographic area (a theater); for example, the CINC of the US Central Command is responsible for most of southwestern Asia and part of eastern Africa. Functional CINCs are assigned responsibilities not bounded by geography; for example, the CINC of the US Transportation Command is responsible for providing integrated land, sea, and air transportation to all services. (JP 0-2, JP 3-0, and FM 100-7 discuss combatant commands.) Although civilian leaders make national policy, decisions a CINC makes while carrying out that policy may affect whether or not a national objective is achieved. Strategic leaders apply many of the same leadership skills and actions they mastered as direct and organizational leaders; however, strategic leadership requires others that are more complex and indirectly applied.

1-48. Strategic leaders concern themselves with the total environment in which the Army functions; their decisions take into account such things as congressional hearings, Army budgetary constraints, new systems acquisition, civilian programs, research, development, and interservice cooperation—just to name a few.

1-49. Strategic leaders, like direct and organizational leaders, process information quickly, assess alternatives based on incomplete data, make decisions, and generate support. However, strategic leaders' decisions affect more people, commit more resources, and have wider-ranging consequences in both space and time than do decisions of organizational and direct leaders.

1-50. Strategic leaders often do not see their ideas come to fruition during their "watch"; their initiatives may take years to plan, prepare, and execute. In-process reviews (IPRs) might not even begin until after the leader has left the job. This has important implications for long-range planning. On the other hand, some strategic decisions may become a front-page headline of the next morning's newspaper. Strategic leaders have very few opportunities to visit the lowest-level organizations of their commands; thus, their sense of when and where to visit is crucial. Because they exert influence primarily through subordinates, strategic leaders must develop strong skills in picking and developing good ones. This is an important improving skill, which Chapter 7 discusses.

LEADERS OF LEADERS

More than anything else, I had confidence in my soldiers, junior leaders, and staff. They were trained, and I knew they would carry the fight to the enemy. I trusted them, and they knew I trusted them. I think in Just Cause, which was a company commander's war, being a decentralized commander paid big dividends because I wasn't in the knickers of my company commanders all the time. I gave them the mission and let them do it. I couldn't do it for them.

A Battalion Commander, Operation Just Cause
Panama, 1989

1-51. At any level, anyone responsible for supervising people or accomplishing a mission that involves other people is a leader. Anyone who influences others, motivating them to action or influencing their thinking or decision making, is a leader. It's not a function only of position; it's also a function of role. In addition, everyone in the Army—including every leader—fits somewhere in a chain of command. Everyone in the Army is also a follower or subordinate. There are, obviously, many leaders in an organization, and it's important to understand that you don't just lead subordinates—you lead other leaders. Even at the lowest level, you are a leader of leaders.

1-52. For example, a rifle company has four leadership levels: the company commander leads through platoon leaders, the platoon leaders through squad leaders, and the squad leaders through team leaders. At each level, the leader must let subordinate leaders do their jobs. Practicing this kind of decentralized execution based on mission orders in peacetime trains subordinates who will, in battle, exercise disciplined initiative in the absence of orders. They'll continue to fight when the radios are jammed, when the plan falls apart, when the enemy does something unexpected. (Appendix A discusses leader roles and relationships. FM 100-34 discusses mission orders and initiative.)

1-53. This decentralization does not mean that a commander never steps in and takes direct control. There will be times when a leader has to stop leading through subordinates, step forward, and say, "Follow me!" A situation like this may occur in combat, when things are falling apart and, like BG Thomas J. Jackson, you'll need to "stand like a stone wall" and save victory. (You'll read about BG Jackson in Chapter 2.) Or it may occur during training, when a subordinate is about to make a mistake that could result in serious injury or death and you must act to prevent disaster.

1-54. More often, however, you should empower your subordinate leaders: give them a task, delegate the necessary authority, and let them do the work. Of course you need to check periodically. How else will you be able to critique, coach, and evaluate them? But the point is to "power down without powering off." Give your subordinate leaders the authority they need to get the job done. Then check on them frequently enough to keep track of what is going on but not so often that you get in their way. You can develop this skill through experience.

1-55. It takes personal courage to operate this way. But a leader must let subordinate leaders learn by doing. Is there a risk that, for instance, a squad leader—especially an inexperienced one—will make mistakes? Of course there is. But if your subordinate leaders are to grow, you must let them take risks. This means you must let go of some control and let your subordinate leaders do things on their own—within bounds established by mission orders and your expressed intent.

1-56. A company commander who routinely steps in and gives orders directly to squad leaders weakens the whole chain of command, denies squad leaders valuable learning experiences, and sends a signal to the whole company that the chain of command and NCO support channel can be bypassed at any time. On the other hand, successful accomplishment of specified and implied missions results from subordinate leaders at all levels exercising

disciplined initiative within the commander's intent. Effective leaders strive to create an environment of trust and understanding that encourages their subordinates to seize the initiative and act. (Appendix A discusses authority, the chain of command, and the NCO support channel. FM 100-34 contains information about building trust up and down the chain of command.)

1-57. Weak leaders who have not trained their subordinates sometimes say, "My organization can't do it without me." Many people, used to being at the center of the action, begin to feel as if they're indispensable. You have heard them: "I can't take a day off. I have to be here all the time. I must watch my subordinates' every move, or who knows what will happen?" But no one is irreplaceable. The Army is not going to stop functioning because one leader—no matter how senior, no matter how central—steps aside. In combat, the loss of a leader is a shock to a unit, but the unit must continue its mission. If leaders train their subordinates properly, one of them will take charge.

1-58. Strong commanders—those with personal courage—realize their subordinate leaders need room to work. This doesn't mean that you should let your subordinates make the same mistake over and over. Part of your responsibility as a leader is to help your subordinates succeed. You can achieve this through empowering and coaching. Train your subordinates to plan, prepare, execute, and assess well enough to operate independently. Provide sufficient purpose, direction, and motivation for them to operate in support of the overall plan.

1-59. Finally, check and make corrections. Take time to help your subordinates sort out what happened and why. Conduct AARs so your people don't just make mistakes, but learn from them. There is not a soldier out there, from private to general, who has not slipped up from time to time. Good soldiers, and especially good leaders, learn from those mistakes. Good leaders help their subordinates grow by teaching, coaching, and counseling.

LEADERSHIP AND COMMAND

When you are commanding, leading [soldiers] under conditions where physical exhaustion and privations must be ignored, where the lives of [soldiers] may be sacrificed, then, the efficiency of your leadership will depend only to a minor degree on your tactical ability. It will primarily be determined by your character, your reputation, not much for courage—which will be accepted as a matter of course—but by the previous reputation you have established for fairness, for that high-minded patriotic purpose, that quality of unswerving determination to carry through any military task assigned to you.

General of the Army George C. Marshall
Speaking to officer candidates in September, 1941

1-60. Command is a specific and legal position unique to the military. It's where the buck stops. Like all leaders, commanders are responsible for the success of their organizations, but commanders have special accountability to their superiors, the institution, and the nation. Commanders must think deeply and creatively, for their concerns encompass yesterday's heritage, today's mission, and tomorrow's force. To maintain their balance among all the demands on them, they must exemplify Army values. The nation, as well as the members of the Army, hold commanders accountable for accomplishing the mission, keeping the institution sound, and caring for its people.

1-61. Command is a sacred trust. The legal and moral responsibilities of commanders exceed those of any other leader of similar position or authority. Nowhere else does a boss have to answer for how subordinates live and what they do after work. Our society and the institution look to commanders to make sure that missions succeed, that people receive the proper training and care, that values survive. On the one hand, the nation grants commanders special authority to be good stewards of its most precious resources: freedom and people. On the other hand, those citizens serving in the Army also trust their commanders to lead them well. NCOs probably have a more immediate impact on their people, but commanders set the policies that reward superior performance and personally punish misconduct. It's no wonder that organizations take on the personal stamp of their commanders. Those selected to command offer something beyond their formal authority: their personal example and public actions have tremendous moral force. Because of that powerful aspect of their position, people inside and outside the Army see a commander as the human face of "the system"—the person who embodies the commitment of the Army to operational readiness and care of its people.

SUBORDINATES

To our subordinates we owe everything we are or hope to be. For it is our subordinates, not our superiors, who raise us to the dizziest of professional heights, and it is our subordinates who can and will, if we deserve it, bury us in the deepest mire of disgrace. When the chips are down and our subordinates have accepted us as their leader, we don't need any superior to tell us; we see it in their eyes and in their faces, in the barracks, on the field, and on the battle line. And on that final day when we must be ruthlessly demanding, cruel and heartless, they will rise as one to do our bidding, knowing full well that it may be their last act in this life.

Colonel Albert G. Jenkins, CSA
8th Virginia Cavalry

1-62. No one is only a leader; each of you is also a subordinate, and all members of the Army are part of a team. A technical supervisor leading a team of DA civilian specialists, for instance, isn't just the leader of that group. The team chief also works for someone else, and the team has a place in a larger organization.

1-63. Part of being a good subordinate is supporting your chain of command. And it's your responsibility to make sure your team supports the larger organization. Consider a leader whose team is responsible for handling the pay administration of a large organization. The chief knows that when the team makes a mistake or falls behind in its work, its customers—soldiers and DA civilians—pay the price in terms of late pay actions. One day a message from the boss introducing a new computer system for handling payroll changes arrives. The team chief looks hard at the new system and decides it will not work as well as the old one. The team will spend a lot of time installing the new system, all the while keeping up with their regular workload. Then they'll have to spend more time undoing the work once the new system fails. And the team chief believes it will fail—all his experience points to that.

1-64. But the team chief cannot simply say, "We'll let these actions pile up; that'll send a signal to the commander about just how bad the new system is and how important we are down here." The team does not exist in a vacuum; it's part of a larger organization that serves soldiers and DA civilians. For the good of the organization and the people in it, the team chief must make sure the job gets done.

1-65. Since the team chief disagrees with the boss's order and it affects both the team's mission and the welfare of its members, the team chief must tell the boss; he must have the moral courage to make his opinions

known. Of course, the team chief must also have the right attitude; disagreement doesn't mean it's okay to be disrespectful. He must choose the time and place—usually in private—to explain his concerns to the boss fully and clearly. In addition, the team chief must go into the meeting knowing that, at some point, the discussion will be over and he must execute the boss's decision, whatever it is.

1-66. Once the boss has listened to all the arguments and made a decision, the team chief must support that decision as if it were his own. If he goes to the team and says, "I still don't think this is a good idea, but we're going to do it anyway," the team chief undermines the chain of command and teaches his people a bad lesson. Imagine what it would do to an organization's effectiveness if subordinates chose which orders to pursue vigorously and which ones to half step.

1-67. Such an action would also damage the team chief himself: in the future the team may treat his orders as he treated the boss's. And there is no great leap between people thinking their leader is disloyal to the boss to the same people thinking their leader will be disloyal to them as well. The good leader executes the boss's decision with energy and enthusiasm; looking at their leader, subordinates will believe the leader thinks it's absolutely the best possible solution. The only exception to this involves your duty to disobey obviously illegal orders. This is not a privilege you can claim, but a duty you must perform. (Chapter 2 discusses character and illegal orders. Chapter 4 discusses ethical reasoning.)

1-68. Loyalty to superiors and subordinates does more than ensure smooth-running peacetime organizations. It prepares units for combat by building soldiers' trust in leaders and leaders' faith in soldiers. The success of the airborne assault prior to the 1944 Normandy invasion is one example of how well-trained subordinate leaders can make the difference between victory and defeat.

Small Unit Leaders' Initiative in Normandy

The amphibious landings in Normandy on D-Day, 1944, were preceded by a corps-sized, night parachute assault by American and British airborne units. Many of the thousands of aircraft that delivered the 82d and 101st (US) Airborne Divisions to Normandy on the night of 5-6 June 1944 were blown off course. Some wound up in the wrong place because of enemy fire; others were simply lost. Thousands of paratroopers, the spearhead of the Allied invasion of Western Europe, found themselves scattered across unfamiliar countryside, many of them miles from their drop zones. They wandered about in the night, searching for their units, their buddies, their leaders, and their objectives. In those first few hours, the fate of the invasion hung in the balance; if the airborne forces did not cut the roads leading to the beaches, the Germans could counterattack the landing forces at the water's edge, crushing the invasion before it even began.

Fortunately for the Allies and the soldiers in the landing craft, the leaders in these airborne forces had trained their subordinate leaders well, encouraging their initiative, allowing them to do their jobs. Small unit leaders scattered around the darkened, unfamiliar countryside knew they were part of a larger effort, and they knew its success was up to them. They had been trained to act instead of waiting to be told what to do; they knew that if the invasion was to succeed, their small units had to accomplish their individual missions.

Among these leaders were men like CPT Sam Gibbons of the 505th Parachute Infantry Regiment. He gathered a group of 12 soldiers—from different commands—and liberated a tiny village—which turned out to be outside the division area of operations—before heading south toward his original objective, the Douve River bridges. CPT Gibbons set off with a dozen people he had never seen before and no demolition equipment to destroy a bridge nearly 15 kilometers away. Later, he remarked,

Small Unit Leaders' Initiative in Normandy (continued)

"This certainly wasn't the way I had thought the invasion would go, nor had we ever rehearsed it in this manner." But he was moving out to accomplish the mission. Throughout the Cotentin Peninsula, small unit leaders from both divisions were doing the same.

This was the payoff for hard training and leaders who valued soldiers, communicated the importance of the mission, and trusted their subordinate leaders to accomplish it. As they trained their commands for the invasion, organizational leaders focused downward as well as upward. They took care of their soldiers' needs while providing the most realistic training possible. This freed their subordinate leaders to focus upward as well as downward. Because they knew their units were well-trained and their leaders would do everything in their power to support them, small unit leaders were able to focus on the force's overall mission. They knew and understood the commander's intent. They believed that if they exercised disciplined initiative within that intent, things would turn out right. Events proved them correct.

1-69. You read earlier about how COL Joshua Chamberlain accomplished his mission and took care of his soldiers at Little Round Top. Empower subordinates to take initiative and be the subordinate leader who stands up and makes a difference. That lesson applies in peace and in combat, from the smallest organization to the largest. Consider the words of GEN Edward C. Meyer, former Army Chief of Staff:

When I became chief of staff, I set two personal goals for myself. The first was to ensure that the Army was continually prepared to go to war, and the second was to create a climate in which each member could find personal meaning and fulfillment. It is my belief that only by attainment of the second goal will we ensure the first.

1-70. GEN Meyer's words and COL Chamberlain's actions both say the same thing: leaders must accomplish the mission and take care of their soldiers. For COL Chamberlain, this meant he had to personally lead his men in a bayonet charge and show he believed they could do what he asked of them. For GEN Meyer the challenge was on a larger scale: his task was to make sure the entire Army was ready to fight and win. He knew—and he tells us—that the only way to accomplish such a huge goal is to pay attention to the smallest parts of the machine, the individual soldiers and DA civilians. Through his subordinate leaders, GEN Meyer offered challenges and guidance and set the example so that every member of the Army felt a part of the team and knew that the team was doing important work.

1-71. Both leaders understood the path to excellence: disciplined leaders with strong values produce disciplined soldiers with strong values. Together they become disciplined, cohesive units that train hard, fight honorably, and win decisively.

THE PAYOFF: EXCELLENCE

Leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States.

1-72. You achieve excellence when your people are disciplined and committed to Army values. Individuals and organizations pursue excellence to improve, to get better and better. The Army is led by leaders of character who are good role models, consistently set the example, and accomplish the mission while improving

their units. It is a cohesive organization of high-performing units characterized by the warrior ethos.

1-73. Army leaders get the job done. Sometimes it's on a large scale, such as GEN Meyer's role in making sure the Army was ready to fight. Other times it may be amid the terror of combat, as with COL Chamberlain at Gettysburg. However, most of you will not become Army Chief of Staff. Not all of you will face the challenge of combat. So it would be a mistake to think that the only time mission accomplishment and leadership are important is with the obvious examples—the general officer, the combat leader. The Army cannot accomplish its mission unless all Army leaders, soldiers, and DA civilians accomplish theirs—whether that means filling out a status report, repairing a vehicle, planning a budget, packing a parachute, maintaining pay records, or walking guard duty. The Army isn't a single general or a handful of combat heroes; it's hundreds of thousands of soldiers and DA civilians, tens of thousands of leaders, all striving to do the right things. Every soldier, every DA civilian, is important to the success of the Army.

MORAL EXCELLENCE: ACCOMPLISHING THE MISSION WITH CHARACTER

To the brave men and women who wear the uniform of the United States of America —thank you. Your calling is a high one—to be the defenders of freedom and the guarantors of liberty.

George Bush
41st President of the United States

1-74 The ultimate end of war, at least as America fights it, is to restore peace. For this reason the Army must accomplish its mission honorably. The Army fights to win, but with one eye on the kind of peace that will follow the war. The actions of Ulysses S. Grant, general in chief of the Union Army at the end of the Civil War, provide an example of balancing fighting to win with restoring the peace.

1-75. In combat GEN Grant had been a relentless and determined commander. During the final days of campaigning in Virginia, he hounded his exhausted foes and pushed his own troops on forced marches of 30 and 40 miles to end the war quickly. GEN Grant's approach to war was best summed up by President Lincoln, who said simply, "He fights."

1-76. Yet even before the surrender was signed, GEN Grant had shifted his focus to the peace. Although some of his subordinates wanted the Confederates to submit to the humiliation of an unconditional surrender, GEN Grant treated his former enemies with respect and considered the long-term effects of his decisions. Rather than demanding an unconditional surrender, GEN Grant negotiated terms with GEN Lee. One of those was allowing his former enemies to keep their horses because they needed them for spring plowing. GEN Grant reasoned that peace would best be served if the Southerners got back to a normal existence as quickly as possible. GEN Grant's decisions and actions sent a message to every man in the Union Army: that it was time to move on, to get back to peacetime concerns.

1-77. At the same time, the Union commander insisted on a formal surrender. He realized that for a true peace to prevail, the Confederates had to publicly acknowledge that organized hostility to the Union had ended. GEN Grant knew that true peace would come about only if both victors and vanquished put the war behind them—a timeless lesson.

1-78. The Army must accomplish its mission honorably. FM 27-10 discusses the law of war and reminds you of the importance of restoring peace. The Army minimizes collateral damage and avoids harming noncombatants for practical as well as honorable reasons. No matter what, though, soldiers fight to win, to live or die with honor for the benefit of our country and its citizens.

1-79. Army leaders often make decisions amid uncertainty, without guidance or precedent, in situations dominated by fear and risk, and sometimes under the threat of sudden, violent death. At those times leaders fall back on their values and Army values and ask, What is right? The question is simple; the answer, often, is not. Having made the decision, the leader depends on self-discipline to see it through.

ACHIEVING COLLECTIVE EXCELLENCE

1-80. Some examples of excellence are obvious: COL Chamberlain's imaginative defense of Little Round Top, GA Dwight Eisenhower drafting his D-Day message (you'll read about it in Chapter 2), MSG Gary Gordon and SFC Randall Shughart putting their lives on the line to save other soldiers in Somalia (their story is in Chapter 3). Those examples of excellence shine, and good leaders teach these stories; soldiers must know they are part of a long tradition of excellence and valor.

1-81. But good leaders see excellence wherever and whenever it happens. Excellent leaders make certain all subordinates know the important roles they play. Look for everyday examples that occur under ordinary circumstances: the way a soldier digs a fighting position, prepares for guard duty, fixes a radio, lays an artillery battery; the way a DA civilian handles an action, takes care of customers, meets a deadline on short notice. Good leaders know that each of these people is contributing in a small but important way to the business of the Army. An excellent Army is the collection of small tasks done to standard, day in and day out. At the end of the day, at the end of a career, those leaders, soldiers and DA civilians—the ones whose excellent work created an excellent Army—can look back confidently. Whether they commanded an invasion armada of thousands of soldiers or supervised a technical section of three people, they know they did the job well and made a difference.

1-82. Excellence in leadership does not mean perfection; on the contrary, an excellent leader allows subordinates room to learn from their mistakes as well as their successes. In such a climate, people work to improve and take the risks necessary to learn. They know that when they fall short—as they will—their leader will pick them up, give them new or more detailed instructions, and send them on their way again. This is the only way to improve the force, the only way to train leaders.

1-83. A leader who sets a standard of "zero defects, no mistakes" is also saying "Don't take any chances. Don't try anything you can't already do perfectly, and for heaven's sake, don't try anything new." That organization will not improve; in fact, its ability to perform the mission will deteriorate rapidly. Accomplishing the Army's mission requires leaders who are imaginative, flexible, and daring. Improving the Army for future missions requires leaders who are thoughtful and reflective. These qualities are incompatible with a "zero-defects" attitude.

1-84. Competent, confident leaders tolerate honest mistakes that do not result from negligence. The pursuit of excellence is not a game to achieve perfection; it involves trying, learning, trying again, and getting better each time. This in no way justifies or excuses failure. Even the best efforts and good intentions cannot take away an individual's responsibility for his actions.

SUMMARY

1-85. Leadership in combat is your primary and most important challenge. It requires you to accept a set of values that contributes to a core of motivation and will. If you fail to accept and live these Army values, your soldiers may die unnecessarily. Army leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States. The Army leadership framework identifies the dimensions of Army leadership: what the Army expects you, as one of its leaders, to BE, KNOW, and DO.

1-86. Leadership positions fall into one of three leadership levels: direct, organizational, and strategic. The perspective and focus of leaders change and the actions they must DO become more complex with greater consequences as they assume positions of greater responsibility. Nonetheless, they must still live Army values and possess leader attributes.

1-87. Being a good subordinate is part of being a good leader. Everyone is part of a team, and all members have responsibilities that go with belonging to that team. But every soldier and DA civilian who is responsible for supervising people or accomplishing a mission that involves other people is a leader. All soldiers and DA civilians at one time or another must act as leaders.

1-88. Values and attributes make up a leader's character, the BE of Army leadership. Character embodies self-discipline and the will to win, among other things. It contributes to the motivation to persevere. From this motivation comes the lifelong work of mastering the skills that define competence, the KNOW of Army leadership. As you reflect on Army values and leadership attributes and develop the skills your position and experience require, you become a leader of character and competence, one who can act to achieve excellence, who can DO what is necessary to accomplish the mission and take care of your people. That is leadership—influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization. That is what makes a successful leader, one who lives the principles of BE, KNOW, DO.